

Access Services

DISABILITY HANDBOOK A Guide for Faculty and Staff as they assist Students with Disabilities

As a faculty and staff member at Rockhurst University, you will probably work with a student that has a disability. This handbook from Access Services offers important information, guidelines, and suggestions for educating and accommodating students with disabilities.

While accommodating students with disabilities is clearly a legal mandate, it is more importantly an educational and moral imperative. Please join us as we continue to modify our physical environments, programs, policies, and attitudes at Rockhurst University to be a more inclusive community for all people. It is essential that we provide our students the fullest opportunity to engage themselves in the invigorating academic and co-curricular life of our campus.

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Associate Vice President
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We hope this will become an essential manual that you will refer to often, as you seek to accommodate students in the classroom and in educational services at Rockhurst University. We welcome your ideas and modifications for future additions.

Should you have any questions or concerns not addressed within this handbook or prefer this publication in an alternative format, please contact our office by phone at (816) 501-4689, TTY (816) 501-4833, by email at sandy.waddell@rockhurst.edu or visit our office in Massman 3.

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Rights and Responsibilities

The faculty and staff of Rockhurst University should be aware that assistance to students with disabilities is based on Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Section 504** is viewed as the first civil rights legislation for people with disabilities at the national level. It prohibits discrimination on the basis of disability in any program offered by an institution receiving federal funds. The law states: No otherwise qualified handicapped individual in the U.S. shall, solely, by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The **Americans with Disability Act (ADA)** is a federal civil rights statute designed to remove barriers that prevent qualified individuals with disabilities from enjoying the same opportunities available to persons without disabilities. It provides certain benefits and rights to students who have disabilities. In addition, the student must assume certain responsibilities to qualify for and receive the maximum benefits of the law.

Students with disabilities have the responsibility to:

- meet the University qualifications and maintain institutional standards
- when seeking accommodations, identify themselves to the Access Office as a person with a disability, in a timely manner
- provide documentation from the appropriate professional(s) that verifies the disability, functional limitations, and the need for specific accommodations (accommodations will not be granted retroactively)
- communicate with each faculty member to coordinate the receipt of services
- follow published procedures for obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

Students with disabilities have the right to:

- equal access to services and facilities offered through Rockhurst University
- an opportunity to receive reasonable accommodations, academic adjustments, and/or auxiliary aids, and services
- confidentiality of specific information pertaining to the individual's disability and choose to whom to disclose it
- information reasonably available in accessible formats

Rockhurst University has the responsibility to:

- provide information to faculty, staff, students, and guests with disabilities in accessible formats upon request
- ensure that courses, programs, services, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- evaluate students on the basis of their abilities and not their disabilities
- respond to requests in a timely manner
- provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities, and facilities
- maintain appropriate confidentiality of records and communication except where permitted or required by law

Rockhurst University has the right to:

- establish essential functions, abilities, skills, knowledge, and standards for courses, programs, services, jobs, activities, and facilities and to evaluate students in a timely manner
- request current documentation from a student completed by the appropriate professional source(s) to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids
- deny a request for accommodations, academic adjustments, and/or auxiliary aids, and services if the documentation demonstrates that the request is not warranted or the individual fails to provide appropriate documentation
- select among effective accommodations, adjustment, and/or auxiliary aids, and services
- refuse unreasonable accommodation, adjustment, and/or auxiliary aid, and service requests that impose a fundamental alteration on a course, program or activity of the University, create an undue financial burden, or is considered "personal" in nature.

Application Process

Students seeking **accommodations** at Rockhurst University should be referred to Access Services in Massman 7. The application process is as follows:

1. Fill out the Request Form and return it to Access Services.
2. Provide appropriate documentation from a qualified professional of the disability, along with recommendations for accommodations.
3. After review, approved accommodation services will be implemented in cooperation with faculty/staff and the student receiving assistance.
4. Each semester the student will receive a copy of the Accommodation Notification letter that each professor will receive. Within the first two weeks of each semester the student should speak to his/her professors to coordinate accommodations.
5. If the student's request is denied, and if continued contact with Access Services does not yield an agreeable result, he/she may file a grievance. Filing a grievance does not ensure an agreeable result.
6. Printed information on how to file a grievance is available in the Access Office, Massman 7.

Faculty Access Resources

Syllabi Statement

Rockhurst University is committed to providing reasonable accommodations for students with disabilities. Please contact Sandy Waddell in Access Services (Massman Hall, Room 7, (816) 501-4689, sandy.waddell@rockhurst.edu) to provide documentation and request accommodations. If the Access Office has already approved accommodations, please communicate with the instructor(s) of this course regarding these arrangements by the second week of class in order to coordinate receipt of services.

Academic Standards

Special accommodations should not lessen course requirements or reduce academic standards. Instead, accommodations may slightly alter an instructor's teaching style or testing methods since they are tailored to reduce or circumvent the limitations imposed by the disability of a particular student. If an instructor is concerned that any of the accommodations may alter the course requirements or otherwise compromise the integrity of the course, the instructor may discuss alternative solutions with the student and/or the Director of Access Services.

Notification Regarding Student Accommodation

The Access Office is careful to maintain confidentiality. Each semester, with the student's consent, the Director of Access will write and deliver a letter to the student and the student's instructors describing the accommodations needed. Unless written consent has been given to the Director of Access, the nature of the student's disability is confidential. Applicable law prohibits faculty members from inquiring about the disability.

Once the letters are received, the student and faculty member should meet to discuss the accommodations. The student is given instructions to introduce himself or herself to the professor and discuss the delivery of accommodations at that time. Should this not occur, it would be appropriate for the professor to request a meeting with the student to clarify. For instance, such a meeting might address scheduling an extended exam or arranging for notetakers. If an accommodation requires course resource materials (e.g. syllabus to be put in Braille, identification of text to be put on tape), faculty members will need to provide material to the Director of Access in a timely manner so that the Director of Access can facilitate the process of transforming materials to meet stated accommodations.

If a faculty member has a question regarding a student's accommodation, he or she must promptly contact the Director of Access. Faculty members should not provide a student with accommodations unless they receive notice from the Access Office as described above. If a student contacts a faculty member and requests an accommodation, he or she should encourage the student to contact the Director of Access. Retroactive accommodations will not be allowed.

Common Classroom Accommodations

- 1.) **Notetakers** – At the beginning of the semester an announcement can be made in class requesting a notetaker. If the student prefers, he/she may select a student to be the notetaker. Notetakers will be compensated \$75.00 (per semester/per course) for agreeing to provide this service. To insure this payment, notetakers should contact Access Services and provide name and student identification.
- 2.) **Tape recording** – Normally provided by the student
- 3.) **Absence policy** – see academic standards
- 4.) **Laptops** – Provided by the student
- 5.) **Calculators** – Provided by the student
- 6.) **Extended time for tests** – specific amount of time will be stated in the letter
- 7.) **Testing in a quiet environment** – Van Ackeren 200, Testing Center

Testing Accommodations

Students that require extended time for tests or testing in a quiet area may use the testing center. If you have a student requiring these accommodations, please attend to the following:

- 1.) Contact the Testing Center at 501-4813
- 2.) Deliver test in a timely manner to her or another professional staff member in the Learning Center between 8:00a.m. and 4:30p.m.
- 3.) Fill out a form with instructions explaining how the test is to be administered and how it is to be returned to you.
- 4.) Inform the student that they are required to make an appointment to take the test by calling 501-4813 or stopping by VA 200.

Frequently asked questions by faculty

- 1) **If a student tells me that they are in the process of providing documentation to the Access office, should I provide the accommodations?**
No. Accommodations should only be provided after the student has been recognized by the Access Office as a student with a disability and you have been officially notified of this. In addition, should a student fail an exam and indicate that they should have taken it un-timed, you should not provide this accommodation retroactively. It is the student's responsibility to identify themselves to the Access Office prior to the receipt of accommodations.
- 2) **Can a student refuse accommodations in my course?**
Yes. A student may decide that they do not need accommodations in a particular course. This however should be discussed by the student and the professor, some time during the first two weeks of class. If at some point, the student decides the accommodations are necessary, they must discuss this with you at least 48 hours prior to any accommodations being provided.

- 3) Should students identified through the Access Office be given special considerations when it comes to course requirements and expectations?**
The only adjustments in the course should be directly related to the accommodations. This should in no way impact the academic integrity of the course. If you have questions regarding this, please contact the Director of Access Services.
- 4) When asking for a notetaker, is it appropriate to indicate to the class which student is in need of notes?**
Many students prefer not to be identified and want this information kept confidential. Some students request that the notes be brought to the Access Office so they can be copied and picked up there. Speak with each student to discern how they would like notes to be handled. In some cases, the students prefer to ask a student that they know to be their notetaker. The Access Office will provide carbonless notebooks to the notetakers or make copies.
- 5) Will notification only occur at the beginning of the semester?**
No. A student can provide documentation at any time during the semester. When this occurs, the student is told that it will take one week before the professor will be notified and accommodations provided. If you have any questions regarding the delivery of accommodations, please contact the Director of Access Services.
- 6) After I receive the notification, what do I do?**
The student and each of his/her professors receive a copy of the notification letter. The student is given instructions to introduce themselves to the professor and discuss the delivery of accommodations during the first two weeks of classes. Should this not occur, it would be appropriate for the professor to request a meeting with the student to clarify.
- 7) How confidential is the information about accommodations?**
The specific information about a student's disability is very confidential. A student must sign a release for the Director of Access to share this information with professors. However, the fact that a student receives accommodations is not confidential. Information can be shared on a need to know basis with other professors or professional staff. Identifying a student in front of the class as being disabled or needing accommodations should be avoided.
- 8) What is a "reasonable amount of time" for an exam?**
Most exams are scheduled to take a complete class period. If a student has the accommodation of "time and a half or double time" then the time should be figured accordingly.
- 9) What if the student does not schedule and/or take their exam in the testing center in a timely manner?**
The professor should instruct students when the exam needs to be taken (same hour, same day, etc). If the student does not comply, they should be subject to the same consequences as other students in the class.

Publication Statement

It is essential that widely distributed and general office publications sent to students, faculty, staff, and community members are accessible. Therefore, it is helpful to let individuals with disabilities (and their fellow students, colleagues, friends and family members) know that you can provide this information in alternative format (i.e. enlarged print, audio-taped, or electronic text that can be modified by a person on their computer). Disability Services recommends that you place the following statement (or a similar one) on the bottom of all publications:

This publication is available in alternative formats upon request. Please contact xxx (place your service or department name here) for assistance.

The department issuing the publication is responsible for coordinating and paying for this information to be replicated in alternative format.

Event Statement

It is recommended that any department planning an event take responsibility for notifying participants about handicap parking and accessible entrances into buildings. A map is included in this handbook and is available online at:
<http://www.rockhurst.edu/services/security/images/smap.pdf>

In order to provide accommodations to your intended audience, it is also recommended that invitations include a statement requesting information about special accommodations needed. Should accommodations be requested, it is the sponsoring department's responsibility to arrange for those accommodations. Access Services can provide names and numbers of local resources.

Universal Instruction Design

Universal Instruction Design is an educational model that stresses the need for curricula that is flexible and customizable. Research has shown that many of the strategies used to successfully teach students with disabilities work well for all students, regardless of their disability status. For example, a curb cut makes it easier for a person using a wheelchair to get from the street to the sidewalk. That same curb cut also is used by people pushing strollers, roller-bladers, older people, or people pulling luggage. It is a design feature that is universal in its approach to access. Similarly faculty can design their courses with numerous "academic curb cuts".

There are eight principles that guide Universal Instruction Design. They are the following:

- Determine essential components of the course.
- Provide clear expectations and feedback.
- Explore ways to incorporate natural supports for learning.
- Provide multi-modal instructional methods.
- Provide a variety of ways for demonstrating knowledge.
- Use technology to enhance learning opportunities.
- Encourage faculty-student contact.
- Create an environment of respect and trust.

In addition, visit the following websites to learn more about universal design:

- National Center on Accessibility <http://www.indiana.edu/~nca/>
- Adaptive Environments <http://www.adaptenv.org/universal/strategies.php>
- The Universal Design Center <http://www.design.ncsu.edu/cud>

Campus Resources

There are many different campus resources that provide assistance to students with disabilities.

The **Access Committee** is a group of faculty, staff, and students that discuss campus-wide accessibility issues. It meets every month and makes policy, structural, and programmatic recommendations. Contact the Director of Access Services at 501-4689 for more information.

The **Counseling Center** provides confidential counseling for a wide variety of academic personal issues such as: career assessment, decision making, test, speech and math anxiety, difficulty concentrating, depression, and roommate and relationship issues. Students may call for an appointment, visit the office in Massman Hall or visit their website at <http://www.rockhurst.edu/>

Financial Aid provides information on the financial aid resources that are available to students and how to apply for these resources (financial aid and scholarship application forms, information on deadlines, and the eligibility requirements for the various financial aid programs). The office also assists students with coordinating financial aid resources from other agencies, such as Veteran's benefits, Vocational Rehabilitation Services, outside scholarships, and others. Students are welcome to visit or call (501-4100) the financial aid office (Massman 225) during office hours, 8:00 a.m. to 4:30 p.m., Monday through Friday. The office maintains a website: <http://www.rockhurst.edu/> and provides a scholarship search database as well as a link to the electronic version of the free application for federal student aid (FAFSA).

Greenlease Library – One-Stop Information

At the One-Stop Information Center there is a Pentium IV PC with a 1.7 GHz processor, 256 MB of ram, and the option to use a CD or Zip Disk. The PC is connected to the Internet and the campus Intranet. This allows a patron to access all network software based on the user's profile as Student, Faculty or Staff, and all electronic resources available through the library's website. The PC has MS Office XP and Adobe Acrobat Reader 6.0. The PC is connected to the HP DeskJet 5650 with the option for a patron to select color printing and networked to the Reference XEROX Workcentre Pro 232 printer. A set of headphones on the table is available for the speakers or for the cassette player. There is a 4-track audiocassette player available for Recording for the Blind tapes, for a patron to listen to other audiotapes, or for recording the voiced text materials presented through OpenBook, JAWS, ZoomText or WYNN software. Also available is a Closed Caption TV for viewing text. This equipment sits on two adjustable height tables that have casters on the legs for mobility and an articulating keyboard arm and mouse tray with a tilt/swivel movement option.

Users must enter the Computer Services' network username and password in order to access the campus network. A user must establish a network account through Computer Services. Students have a roaming profile that allows them to email articles and other documents as well as to print to a network printer.

Faculty and Staff can email scanned material from this computer. When researching using the Internet or the library's databases, Faculty and Staff need to save to the "H" drive in order to access a copy of a document. It is also possible to save a document to the desktop as a shortcut and then email it as an attachment using the email.rockhurst.edu.

The computer has special software installed to assist patrons with vision impairments and learning disabilities. OpenBook 5.0 and WYNN Wizard 3.1 are loaded on this PC. ZoomText and JAWS are also available. On the computer's monitor there are shortcut icons to access software. Special hardware will be provided if a patron has mobility impairments.

The One-Stop Information Center manual is located next to the computer monitor. The manual includes information about the center's equipment and each of the software programs including keyboard commands or other shortcuts. With the manual there are also Braille copies of

OpenBook 5.0 Quick Start Guide and Quick Reference Guide. Included in the manual is a guide to using MS Windows 2000's built-in accessibility features.

OpenBook 5.0 is scanning and reading software intended for persons who are blind or have a visual impairment. It translates text to speech and has the option to enlarge print text. Users can choose speech and low vision settings to customize the product for individual needs.

WYNN [What You Need Now] Wizard 3.1 is designed for individuals with learning disabilities, English as a Second Language, or who may have reading and writing challenges.

It provides the ability to scan printed pages and convert them into electronic text. It can take text from the World Wide Web or a word-processed document and present it so that one can hear and see information simultaneously.

ZoomText 8.11 is a magnifier/ScreenReader software that enables visually impaired people to read text.

JAWS provides auditory reading of text material displayed on the monitor screen.

The **Learning Center** provides additional support with your course work. At the Gervais Learning Center, students can meet individually with fellow students, staff and former faculty members to advance their understanding of and increase their knowledge base in any discipline. They may register for tutoring, Supplemental Instruction (SI), writing assistance, and study strategies instruction, or apply to be a tutor. All of these academic services are free to Rockhurst University students.

In addition to a computer lab outfitted with a variety of software programs as well as Internet and e-mail access, the Learning Center maintains its own library of reference materials. The Learning Center also offers materials for students preparing to take graduate and professional school examinations. These include study guides and practice tests for:

- Graduate Record Exam (GRE)
- Graduate Management Admission Test (GMAT)
- Law School Admission Test (LSAT)
- Medical College Admission Test (MCAT).

Hours for Fall and Spring semesters:

Monday - Thursday, 8 a.m. - 8 p.m.

Friday, 8 a.m. - 4:30 p.m.

The Gervais Learning Center is located in Van Ackeren Hall 200
(816) 501-4052.

The Department of **Residence Life** is committed to providing a highly accessible environment and reasonable accommodations to students with disabilities living in the residence halls. The Residence Life Director is available to meet with individuals to determine how best to meet their needs. Reasonable modifications of facilities can be made on an as needed basis.

Security/Parking Services offers permits to disabled persons having vehicles with special license plates or a state sticker displayed in any window. Upon purchase of a Rockhurst University student-parking permit, students may park in the designated disability spaces on the campus parking lots. Permits may be purchased in the Security Office, located in the Community Center near the main entrance of campus.

Disability Descriptions and Accommodation Strategies

A **disability** is a term used to describe many different impairments. The Americans with Disabilities Act (ADA) defines "disability" as a physical or mental impairment that substantially limits one or more of life's major activities such as walking, hearing, seeing, speaking, breathing, learning, or working. Here are some descriptions of different impairments, possible accommodations, and tips for teaching/assisting students with a particular disability.

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

ADD/ADHD is a neurological condition that affects learning and behavior characterized by a persistent pattern of inattention and/or hyperactivity. Individuals with this condition often have above average intelligence with strong verbal skills. Adults with ADD/ADHD are often bored with tedious and repetitive tasks and may also have trouble with planning and organization. College students may have trouble staying focused on paperwork or lectures. The ADD/ADHD adult often becomes frustrated or anger rapidly, but may cool off as quickly. Students with ADD/ADHD may exhibit persistent body movement, have difficulty remaining seated, have difficulty pursuing quiet activities, and may blurt out answers before a question has been completed. There is considerable variation among students diagnosed with ADD/ADHD.

Some Websites related to ADD/ADHD include:

- <http://www.chadd.org/> (Children and Adults with Attention Deficit/ Hyperactivity Disorder)
- <http://www.add.org/> (National Attention Deficit Disorder Association)

Possible Accommodations:

- Extended time on exams/ quizzes
- Notetaker
- Testing in a quiet, distraction free environment
- Tape recording

Teaching students with ADD/ADHD:

- Give assignments both orally and in writing.
- Allow students to take a break during long lecture periods.
- Speak directly to student and use gestures and natural expressions to convey meaning.
- Allow student to break exams into shorter segments.
- Consider giving frequent quizzes versus long tests.
- Discuss with the student prior to class time if there are methods that can help in the classroom.
- Provide outlines or study guides for lectures

Hearing Impairments

The causes of hearing loss vary and degrees range from **hard of hearing** to **total deafness**. Most people with a hearing loss have some degree of **residual hearing**. Communication is the greatest challenge for students with hearing impairments. A common communication method is **speech reading** (lip reading) while others communicate by using **American Sign Language** (ASL). Hearing impairments are unique to the individual; therefore each person must figure out the best communication techniques for him/herself.

Some Websites related to Hearing Impairments include:

- <http://www.pepnet.org/> (Post-secondary Education Programs Network – a brief tutorial)
- <http://spot.pcc.edu/osd/hearingo.htm> (Information about Hearing Impairments)
- <http://www.deafresources.com/> (Deaf Resources: American Sign Language Products)
- <http://clerccenter.gallaudet.edu/InfoToGo/index.html> (National Deaf Education Network and Clearinghouse)

Possible Accommodations:

- Notetaker
- Interpreter
- Close captioning, transcripts, or outlines where audio materials are used
- Extended time on exams/quizzes
- Hearing assistive devices
- Testing in a quiet, distraction free environment

Teaching Students with Hearing Impairments:

- Discuss with the student the requirements of the course and determine if there are ways that the materials can be modified so that the student can participate.
- Communicate important messages by writing them down instead of only saying them.
- Determine a seating arrangement with the student prior to class time. This allows the student to sit where he/she feels it would be most beneficial.
- Always speak directly to the student and not to his/her interpreter.
- Try to speak slowly and clearly.
- Try not to turn your face away while you are speaking as the student may depend on lip-reading to supplement what they miss orally.
- Make sure you have the student's attention before speaking.

There are three locations of Teletypewriter telephones (TTY) on campus:

- Security 816-501-2155
- Library 816-501-4833
- Student Development 816-501-3260

Learning Impairments

Learning Disabilities are neurological based conditions that interfere with the acquisition, storage, organization, and use of skills and knowledge. Learning disabilities include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, **dyslexia**, and developed **aphasia**. The term does not involve people who have learning problems that are primarily the result of visual, hearing, or motor handicaps, **mental retardation**, emotional disturbance, or environmental, cultural, or economic disadvantage. Learning disabilities are considered "hidden disabilities" because they are not readily apparent to a casual observer. Learning disabilities can show up on many different forms and are difficult to diagnose. Each individual with a learning disability has a different challenge associated with it.

Some Websites related to Learning Impairments include:

- <http://novel.nifl.gov/nalld/resource.htm> (National Resources for Adults with Learning Disabilities)
- <http://www.ncl.org/> (National Center for Learning Disabilities)
- <http://www.ldonline.org/> (LD Online)
- <http://www.rfbd.org/> (Recording for the Blind and Dyslexic)

Possible Accommodations:

- Proctor/scribe
- Testing in a quiet, distraction free environment
- Extended time on exams/quizzes
- Tape recording
- Notetaker
- Books on tape

Teaching Students with Learning Impairments:

- Start each lecture with an outline of the material to be covered that class.
- Provide study questions for exams that demonstrate the format.
- Explain what constitutes a good answer and why.

- Allow student to break exams into shorter segments.
- Make the course syllabus available before the start of class, including a list of texts to be used.
- Make the course requirements and due dates for assignments very explicit.
- Students with learning disabilities often learn best from hands-on projects, videos/films, overhead transparencies, and role modeling.

Mobility and Dexterity Impairments

There are a number of conditions that limit mobility and dexterity. Common conditions include partial or total **paralysis**, amputation, spinal cord injuries, arthritis, **muscular dystrophy**, **cerebral palsy**, **multiple sclerosis**, or injuries to appendages/extremities. While the degree of the impairment varies from individual to individual, students with mobility and dexterity disabilities may have difficulty getting to and from class, performing in class, and managing assignments and tests. Physical access is often a concern as many students may use wheelchairs, walkers, braces, crutches, canes, or **prostheses** that are often obstructed by physical barriers. Accommodations vary from one individual to the next.

A Website related to Mobility and Dexterity Impairments follows:

- <http://www.xu.edu/studev/learning/physdis.html> (Physical Disabilities)

Possible Accommodations:

- Proctor/scribe
- Reasonable modification of the classroom setting (i.e. tables, chairs, podiums)
- Notetaker
- Extended time on exams/quizzes
- Tape recording

Teaching students with Mobility and Dexterity Impairments:

- Lateness may be unavoidable: inclement weather, crowded walkways and hallways, waiting for elevators, and wheelchair breakdown are a few examples of challenges.
- If you have field trips, plan accommodations to ensure accessibility for the student.
- Discuss with the students if there are methods that can help in the classroom.

Psychological Impairments

A student with psychological impairments may have emotional, psychological, or mental illness. One of the most common psychological impairment among students is **depression**. A depressed individual may appear apathetic, disinterested, unresponsive, irritable, fatigued, or have impaired concentration. Severe **anxiety** may reduce concentration, distort perception, and weaken the learning process. Substance abuse is a condition of psychological and/or physiological dependence on chemicals such as illegal drugs, prescription drugs, or alcohol. Individuals recovering from drug or alcohol abuse are covered by federal anti-discrimination legislation and may be eligible for university services for students with disabilities. While many students with a psychological disorder may not need accommodations, some require modification to manage their academic career.

Some Websites related to Psychological Impairments include:

- http://webmd.lycos.com/content/dmk/dmk_summary_account_1589 (Depression)
- http://webmd.lycos.com/content/dmk/dmk_article_40004 (Anxiety Disorders)
- http://webmd.lycos.com/content/asset/adam_disease_drug_addiction (Drug Addiction)

Possible Accommodations:

- Extended time on exams/quizzes
- Notetaker
- Tape recording
- Testing in a quiet, distraction free environment

Teaching students with a Psychological Impairment:

- Discuss with the student ways that you can help in the classroom.
- Encourage the student to disclose any functional limitations.
- Provide honest feedback when behavior is inappropriate and talk about alternative behaviors.
- Allow breaks during instruction.

Speech Impairments

Speech impaired means a communication disorder. Speech impairments range from problems with articulation to aphonia (non-vocal). According to the American Speech-Language-Hearing Association, a speech disorder is "an impairment of voice, articulation of speech sounds and/or fluency. These impairments are observed in the transmission and use of the oral symbol system." Common difficulties include voice disorders, aphasia, stuttering, and dysphonia. Most students with speech impairments in college have received some type of speech therapy. The speech impairment can be aggravated by anxiety, and students with speech impairments are reluctant to participate in activities requiring speaking.

Some Websites related to Speech Impairments include:

- <http://www.stlcc.cc.mo.us/fv/access/speech.htm> (Speech Disabilities)
- http://www.mde.state.mi.us/off/sped/related_sites/*sli.html (Speech and Language Impairment)

Possible Accommodations:

- Extended time on exams/quizzes
- Proctor/scribe

Teaching students with Speech Impairments:

- Discuss with the student ways to help in the classroom and ask of their specific needs.
- Be patient while they are speaking with you.
- Realize that the student speaks slower and may need more time to express themselves without interruption or unsolicited aid in filling in gaps in their speech.
- Ask the student to repeat words or phrases when you can't understand them.
- After the student is finished speaking, summarizing the message is often a helpful way of checking that you correctly understood the message.

Visual Impairments

Visual impairment is loss of vision. In the educational context **partially sighted**, **low vision**, **legally blind**, and **totally blind** describe visually impaired students. A legally blind person may have some sight and be able to move about their environment with a few problems or they may have problems with reading printed material. A person is considered **visually impaired** when corrected vision is not better than 20/70.

Some Websites related to visual impairment include:

- <http://www.kidsource.com> (Kid Source Online)
- <http://www.rfbd.org/> (Recording for the Blind and Dyslexic)

Possible Accommodations:

- Enlargement of notes, syllabi, and other academic documents
- RFB (Books on Tape) enrollment and support
- Extended time on exams/quizzes
- Proctor/scribe
- Tape recording

- Readers
- Notetaker

Teaching students with Visual Impairments:

- Orally say everything you are writing down.
- If using white dry-erase board, use black markers
- If using green board, use yellow chalk.
- When showing things in an overhead, explain orally.
- Enlarge font and bold type on tests and handouts.
- Face the class when speaking, not the overhead or chalkboard.
- Consider an alternative assignment if a specific task is extremely difficult for the student.

Miscellaneous Impairments

Many disabilities are not readily apparent. Some common hidden disabilities include seizure disorders, allergies, cardiac conditions, diabetes, kidney conditions, chronic back pain, HIV/AIDS, cancer, and several musculo-skeletal and connective tissue disorders.

Possible Accommodations:

- Accommodations made on an individual basis

Teaching students with Miscellaneous Impairments:

- Emphasize important points and key concepts, unusual terminology, or foreign words.
- Provide time for individual discussion of assignments and questions about lectures or readings.
- Encourage students to come see you if they have health problems or conditions as they may need special accommodations in the classroom.

Appendix of Resources

Accessibility Checklist

Physical Environment

- Is your department wheelchair accessible (elevators, wide hallways, lowered fountains and phones, ramps, and accessible restrooms)?
- Are equipment and informational materials located on lower shelves?
- Are entrances to your department accessible?
- Are all programs scheduled in accessible areas?

Programmatic/Policy Environment

- Are alternative admissions tests or test administration available?
- Is student information kept confidential?
- Are disability accommodations provided at events?
- Is information regarding availability of accommodations provided in all advertising?
- Are you adapting policies to allow for student's disability needs?

Informational Environment

- Are your materials available in alternative formats or media?
- Is assistance provided to students?
- Are you providing adaptive technology?
- Are you providing information about disability services in promotional materials?

Attitudinal Environment

- Are you encouraging positive attitudes with your staff and non-disabled students towards individuals with disabilities?
- Are you including pictures of people with visible disabilities in a positive manner in your materials?
- Are you using appropriate language when referring to people with disabilities?
- Are you seeking feedback on services from disabled clients?

If you are interested in learning more about how to make your services more accessible, Access Services would be happy to be of assistance.

Internet Resource List

Post-Secondary Resources

- <http://www.ahead.org/> (AHEAD - Association on Higher Education and Disability)
- <http://www.acenet.edu/> (American Council on Education)
- <http://www.janejarrow.com/> (DAIS - Disability Access Information and Support)
- <http://www.pepnet.org/> (Post-secondary Education Programs Network)

Adaptive Technology

- <http://www.cast.org/bobby/> (Bobby - analyzes web pages for their accessibility of people with disabilities)
- <http://www.microsoft.com/enable/> (Microsoft Accessibility Technology for Everyone)
- <http://www.wou.edu/education/sped/nwoc/demyst/index.htm> (Demystifying Assistive Listening Devices)
- <http://www.rit.edu/~easi> (EASI - Equal Access to Software and Information)

Other

- <http://disserv.stu.umn.edu/disability/index.html> (Disability Specific Websites)
- <http://www.familyvillage.wisc.edu/index.htmlx> (Family Village - A Global Community of Disability Related Resources)

Glossary

Accommodations - something that meets a need.

American Sign Language - an American system of communication for the hearing-impaired that employs manual signs.

Anxiety - a state of intense apprehension, uncertainty and fear resulting from the anticipation of a threatening event or situation, often to a degree that the normal physical and psychological functioning of the affected individual is disrupted.

Aphasia - partial or total loss of the ability to articulate ideas or comprehend spoken/written language resulting from damage to the brain caused by injury or disease.

Aphonia - the loss of voice.

Articulation - the act for vocal expression; utterance or enunciation; the breaking up of the outgoing air stream into meaning linguistic units.

Cerebral Palsy - a number of non-progressive motor disorders of the central nervous system.

Depression - a psychotic or neurotic condition characterized by an inability to concentrate, insomnia and feelings of extreme sadness, dejection, and hopelessness.

Disability – a physical or mental impairment that substantially limits one or more of life's major activities such as walking, hearing, seeing, speaking, breathing, learning, or working.

Dyslexia - impairment of the ability to read.

Dysphonia - hoarseness or difficulty in speaking as a result of dysfunction of the vocal chords.

Hard of Hearing - having a partial loss of hearing.

Legally Blind - indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision.

Low Vision - refers to a severe visual impairment; applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of corrective lenses.

Mental Retardation - subnormal intellectual development, either congenital or induced by brain injury or disease, and characterized broadly by deficiencies ranging in severity.

Multiple Sclerosis - a chronic progressive nervous disorder involving loss of myelin sheath around certain nerve fibers.

Muscular Dystrophy - any group of progressive muscle disorders caused by a defect in one or more gene that controls muscle function and characterized by gradual irreversible wasting of skeletal muscle.

Paralysis - loss or impairment of the ability to move a body part, usually as a result of damage to its nerve supply.

Partially Sighted - indicates some type of visual problem has resulted in a need for special education.

Prostheses - replacement of a missing body part with such a device.

Residual Hearing - the quantity of hearing left over after the hearing impairment.

Speech Reading - the act of reading a person's lips while speaking.

Stutter - to speak with a spasmodic repetition or prolongation of sounds.

Total Deafness - having no residual hearing; cannot gain from the help of aids.

Totally Blind - students who learn via Braille or other non-visual media.

Visually Impaired – when corrected vision is not better than 20/70.

Voice Disorders - a disorder of pitch, quality, and loudness of the voice.

